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ABSTRACT

Recognizing the necessity for procuring substantive data (rather than merely professional opinion) upon which to base meaningful and relevant changes in teacher education, Fairmont State College designed and carried out a graduate assessment program in 1971 referred to as the Graduate Assessment Record. The Graduate Assessment Record, as initially conceived and practiced, features a cybernetic approach to continuous program reconceptualization through an assessment of the graduate's performance in his initial year of teaching. This assessment, while relatively simple and inexpensive, produce concrete quantitative and qualitative data from the graduate and his immediate supervisor that, when treated statistically, provides baseline data on the graduate's performance in planning, instruction, evaluation, classroom management, and human relations during his initial year of teaching. These assessment data provide the background against which all proposed program changes are analyzed in terms of performance consequences and program continuity. (Author/JA)

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FAIRMONT STATE COLLEGE ENTRY
1974 DISTINGUISHED ACHIEVEMENT AWARDS PROGRAM
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

AACTE

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A Cybernetic Approach to Continuous Program Re-Conceptualization in Teacher Education Through Graduate Assessment

PREPARED BY

DIVISION OF EDUCATION
FAIRMONT STATE COLLEGE
FAIRMONT, WEST VIRGINIA

SP 007 559

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: A Cybernetic Approach to Continuous Program Re-Conceptualization in Teacher Education Through Graduate Assessment

Institution (complete name): Fairmont State College

President: Dr. Wendell G. Hardway

Campus Public Information Officer: Mr. Earl Straight

Faculty Member Responsible for Program: Dr. Harry J. Hadley

Title of the Faculty Member: Chairman, Division of Education

Signature: Harry J. Hadley

Title: Chairman, Division of Education Date: November 16, 1973

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

SAMPLE: *Hypothetical Sample Description:* Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 30 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

Recognizing the absolute necessity for procuring substantive data upon which to base meaningful and relevant program changes in teacher education as opposed to the traditional primacy of professorial opinion, Fairmont State College designed and implemented a graduate assessment program in 1971 referred to as the Graduate Assessment Record. The Graduate Assessment Record, as initially conceived and practiced, features a cybernetic approach to continuous program re-conceptualization through an assessment of the graduate's performance in his initial year of teaching. This assessment, while relatively simple and inexpensive, produces concrete quantitive and qualitative data from the graduate and his immediate supervisor which when treated statistically provides baseline data on the graduates performance in planning, instruction, evaluation, classroom management, and human relations during his initial year of teaching. The results of the assessment provide the backdrop against which all proposed program changes are analyzed in terms of performance consequences and program continuity. The program has been and will continue to be a singularly central source of cybernetic control for teacher education at Fairmont State College in the years ahead.

Summary of Fairmont State College Entry

AACTE 1974 Awards Program

November, 1973

The current professional education program in operation at Fairmont State College features a cybernetic approach to continuous program re-conceptualization through graduate assessment. The program is both competency based and field centered. The total teacher education program consists of three major phases, (1) the professional education core, (2) the initial performance practicum, and (3) the graduate assessment record. The uniqueness of the program is phase 3, the graduate assessment record. This phase provides qualitative and quantitive feedback from graduates and their respective supervisors which is used as the basis for continuous program re-conceptualization and/or modification purposes.

In essence, the program is generated from two basic instruments which are mailed to all graduates of teacher education from Fairmont State College during the latter part of the graduates' initial year of teaching. There are two forms of the instrument. Form A is mailed to the graduate and solicits his professional opinion as to how well the program prepared him to perform in the critical teaching areas of planning, instruction, human relations, classroom management, and evaluation. He is requested to express his opinion on a scale from 0 to 5 with 0 being poor and 5 being excellent. Form B is sent to the graduates' immediate supervisor and solicits his opinion of the graduates actual performance using the same

categories and scale except that an additional category referrred to as Personal Qualities is added for the supervisors' reaction. All instruments are completed and returned to the Division of Education for compilation and analysis.

The data thus obtained, is then analyzed to (1) identify program strengths and weaknesses as perceived by the graduates and their supervisors, (2) validate mutual program strengths and weaknesses, (3) statistically treat significant differences between and among the several categories, and (4) generate real and meaningful program modifications through the appropriate division and/or college curricular machinery. The feedback afforded the Division by the graduate assessment record operation virtually guarantees an up-to-date and relevant teacher education program through its cybernetic approach.

Introduction and Overview

Fairmont State College was founded as a private teacher training school in 1865. It was the first such institution in West Virginia. It became a state supported normal school in 1867 and was known as Fairmont State Normal School until 1931 when the state legislature changed the name to Fairmont State Teachers College. In 1943, the legislature changed its name to Fairmont State College, and authorization was given to offer Bachelor of Arts and Bachelor of Science degrees in addition to the Bachelor of Arts in Education. Since that time, the curriculum has broadened until today baccalaureate degrees are awarded in a total of eighteen fields and two year associate degrees are granted in six fields. Teacher education, however, continues to be the most popular choice of students with 65 per cent of the 1972-73 graduating class receiving the B. A. in Education degrees. In 1972-73 the college graduated 370 students in teacher education.

The college is located upon 80 acres which overlooks the city of Fairmont, West Virginia, the county seat of Marion County. The city has a population of 30,000 and is the center of the coal industry of Northern West Virginia and the operating headquarters and home of large coal, utility and manufacturing concerns. The college enjoys an outstanding town and gown relationship. In addition, the rapport with the surrounding public school system is extremely positive. The college is approximately 90 miles south of Pittsburgh, Pennsylvania.

The college has been preparing teachers for 109 years. Its offerings are limited to the baccalaureate degree level. In teacher education a student can choose from forty-eight different teaching fields. A student can follow programs which certify them to teach in grades 1-9, 7-9, 7-12

or 1-12. All programs are fully accredited by the West Virginia State Department of Education, the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education. Since the state operates on an approved program approach, all graduates of teacher education at Fairmont State College are academically eligible for state certification in their respective fields and grade levels.

A teacher education program at Fairmont State includes the traditional program components. In elementary education (grades 1-8) students are required to complete a (1) general studies component, (2) a diversified program for self-contained classrooms, (3) a professional education component, and (4) a subject specialization for departmentalized teaching (grades 1-9). In secondary education, (grades 7-12) students are required to complete (1) a general studies program, (2) a professional education component and (3) two single teaching fields or a single comprehensive field. The college also offers teaching fields for grades 1-12 in art, music and physical education. Students in a 1-12 program are required to complete (1) a general studies program, (2) a professional education component, and (3) a comprehensive field in either art, music or physical education. In addition, the college offers a program in Library Science which is designed for grades K-12 and a program of Early Childhood Education. All graduates are required to complete 128 credit hours for graduation.

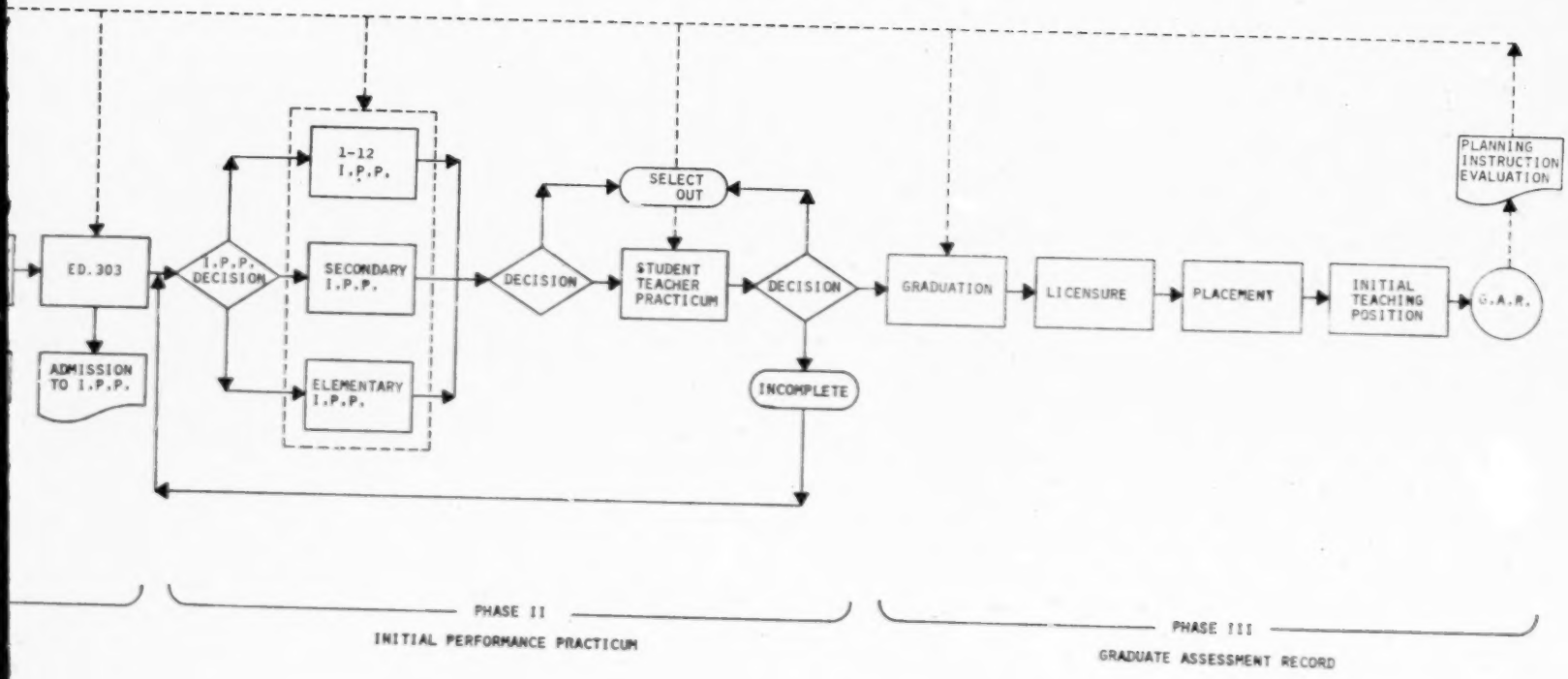
In 1970, the Divison of Education embarked upon a curriculum development project which was designed to completely revitalize and up-date its professional education program. The initial decision was made to begin the transition from a traditional course, credit hour approach to a performance based teacher education approach. After much study it appeared obvious that to accomplish this move in one quantum step was virtually impossible

in light of the fiscal and physical constraints of the institution. In view of the circumstances, several additional decisions were made to facilitate the change. They are as follows:

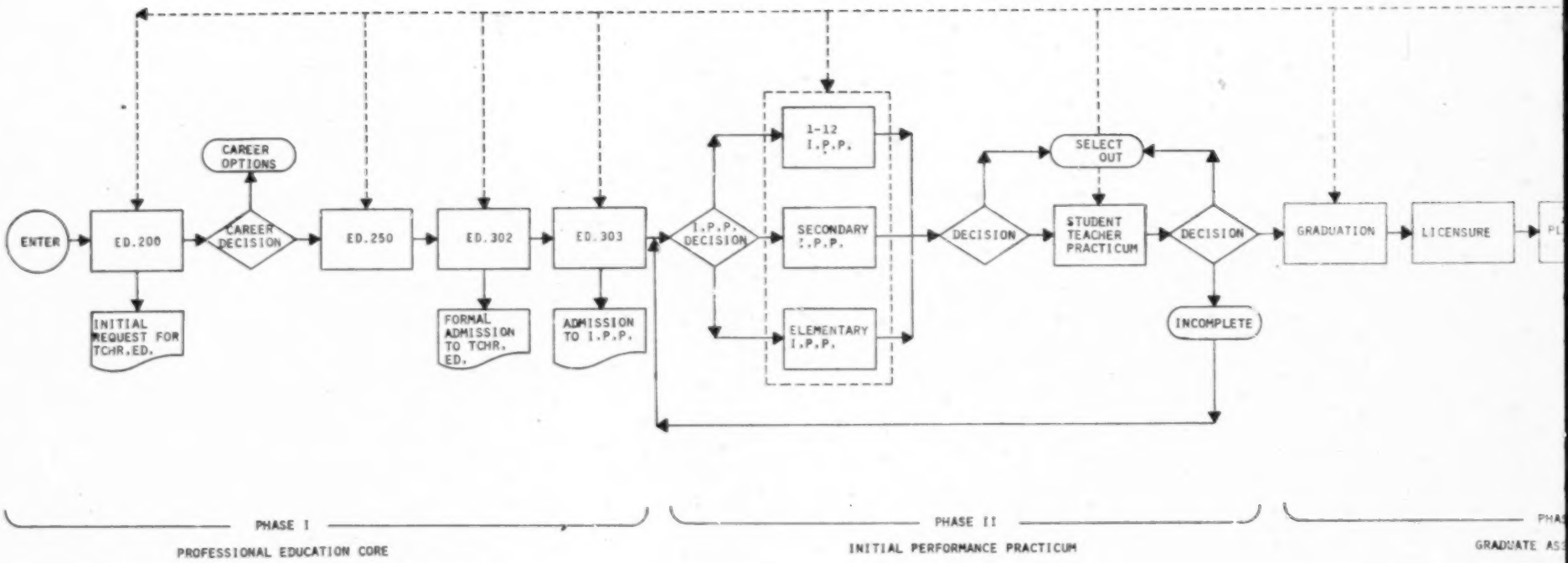
1. That the entire program would be studied and action initiated to eliminate duplications and replication within and among the courses.
2. That the traditional course and credit hour format would be retained to avoid administrative and certification problems, and at the same time, provide students and professors with a familiar program format within which to operate.
3. That upon completion of the initial study, the Division would move to institute performance based instruction in selected areas of the program.

The initial phase of the project, which focused upon the entire program, was completed and processed through the college curriculum development channels by the end of 1971-72. The completely revised program became effective the fall of 1972-73. The Division is currently working towards a performance based teacher education program and this presentation highlights those efforts to date. Considerable attention has been directed to the Professional Block component of the program and the Division's system for gathering cognitive and affective data on teachers which could be used for program modification and reconceptualization purposes.

The Division of Education which is composed of 16 full-time staff members is responsible for the revised professional education program which is presented on the following schematic.



FAIRMONT STATE COLLEGE: TEACHER EDUCATION PARADIGM



FAIRMONT STATE COLLEGE: TEACHER EDUCATION PARADIGM

As result of the study, the professional education program has been divided into three major phases: The Professional Education Core, The Initial Performance Practicum and the Graduate Assessment Record. They are explained below.

Phase I Professional Education Core

All students interested in teacher education, regardless of the level and field(s) enroll in the following sequence of courses.

A. Education 200 Introduction to Education. 2 Hours.

This course essentially provides the student with the opportunity to procure the basic knowledge and experiences which are pre-requisite to formulating a professional career decision and commitment to the teaching profession. The course is usually selected by students in the first semester of the sophomore year.

B. Education 250 Foundations of Education. 2 Hours.

This course is designed to illustrate the developmental nature of education as a social institution. Particular emphasis is accorded the historical, sociological and philosophical foundations of the profession. Students usually elect to take this course during the second semester of the sophomore year.

C. Education 302 Human Growth and Development. 3 Hours.

This course is an analysis of human growth and development of the individual from birth through adolescence. Emphasis is accorded the role of heredity and environment as they affect the growth and development of the individual. Essentially this course deals with how youngsters grow. It is normally

taken during the first semester of the junior year. Students apply for formal admission to teacher education while enrolled in this course.

D. Education 303 Education Psychology. 3 Hours.

This course is a representative survey of psychology as related to education. Its major thrust is the examination of prominent learning theories as they relate to the teaching-learning act in the public school setting. Essentially this course deals with how youngsters learn. It is usually taken during the second semester of the junior year or the first semester of the senior year.

Phase II Initial Performance Practicum

The Initial Performance Practicum (I.P.P.) is of one semester duration and its major thrust is the controlled blending of theory into practice via formal and informal instruction, simulation exercises, analogous practice, equivalent practice, and actual classroom experience. There are three forms of the I.P.P. in operation simultaneously. One form is for secondary education, one for elementary education and one for the 1-12 program. Students are scheduled into the appropriate I.P.P. according to their selected program level and field(s).

The Initial Performance Practicums are formally comprised of the following courses which serve as the parameters within which the instruction, simulation, analogous practice, equivalent practice and actual classroom experience take place in Elementary Education, Secondary Education, and the 1-12 program.

Elementary Initial Performance Practicum

Education 401	Reading in the Elementary School	2 hours
Education 402	Mathematics in the Elementary School	2 hours
Education 403	Language Arts in the Elementary School	2 hours
Education 404	Social Studies in the Elementary School	2 hours
Education 412	Science in the Elementary School	2 hours
Education 420	The Elementary Student Teaching Experience	6 hours
	Total	16 hours

Secondary Initial Performance Practicum

Education 430	Reading in the Secondary School	2 hours
Special Methods 431	Methods and Materials in (Appropriate Teaching Field)	2 hours
Education 432	Evaluation in the Secondary School	2 hours
Education 433	Instruction in the Secondary School	3 hours
Education 450	The Secondary Student Teaching Experience	6 hours
	Total	15 hours

1-12 Initial Performance Practicum

Education 406	Principles and Practice of the Elementary School	2 hours
Special Methods 431	Methods and Materials (Appropriate Teaching Field)	2 hours
Ecuation 432	Evaluation in the Secondary School	2 hours
Education 433	Instruction in the Secondary School	3 hours
Education 421	Student Teaching Experience (Elementary)	3 hours
Education 422	Student Teaching Experience (Secondary)	3 hours
	Total	15 hours

Once the student has successfully completed the I.P.P. and met graduation requirements of the college, they are assisted in procuring an initial teaching position. The College has been very successful in placing all graduates in teacher education that are free to accept a teaching position. This is handled through the College Placement Office with assistance from the Division of Education and the respective students.

Phase III Graduate Assessment Record

The third phase of the teacher education program is referred to as the Graduate Assessment Record. It is designed to meet two specific program needs of the Division of Education. They are as follows:

1. To procure valid and reliable feedback relative to the performance of graduates for continuous and systematic program reconceptualization purposes.
2. To formally assess the performance of teacher education graduates during their initial year of teaching.

The program itself consists of two basic instruments. The instruments as designed by the Division of Education generate the raw data which is treated statistically and analyzed for program reconceptualization and modification purposes. The instruments are basically of the opinion questionnaire type. The areas for which evaluation is requested flow from all professional education in general and the Initial Performance Practicum in particular.

Form A of the instrument is completed by the graduate during his first year of teaching, preferably towards the latter part of his initial year of teaching. This instrument solicits the professional opinion of the graduate, with respect to the adequacy of his preparation. Reactions are expressed on a scale from 0 to 5, with 0 being poor and 5 being excellent. The graduate

is asked to react to evaluatory items in 5 major areas which are planning, instruction, human relations, classroom management, and evaluation. The instrument is then returned to the Division for compilation and analysis.

Form B of the Graduate Assessment Record solicits the professional opinion of the graduate's immediate supervisor. The opinion scale is the same 0 - 5 and the categories are the same except that a category entitled personal qualities is added for the reaction of the supervisor.

The data, thus obtained, is treated in the following manner to compile the baseline data pre-requisite for meaningful and relevant program modifications.

1. Form A is used to analyze and identify program strengths and weaknesses as perceived by the graduate.
2. Form B is used to analyze and identify program strengths and weaknesses as perceived by the supervisors.
3. The results of Form A and B are compared to validate mutual strengths and weaknesses.
4. The data is treated statistically to identify significant differences within and among the several categories.
5. The results are then directed to the appropriate division and/or college committee for study, recommendations, and appropriate curriculum action.

In summary, the preceding represents the professional education component of all teacher education graduates at Fairmont State College. The remaining sections of this document describe Phase II, The Secondary Initial Performance Practicum and Phase III, The Graduate Assessment Record.

Phase II, Initial Performance Practicum

The Secondary Initial Performance Practicum (I.P.P.) as conceived and practiced by the Division of Education, Fairmont State College, is a performance-based, criterion referenced, three-faceted program. The first facet is Theory; the second is Clinical Experience; and the third is the Student Teaching Practicum. The Division of Education is interested in insuring that the teacher trainee is able to demonstrate a prescribed level of competency, in the critical areas of Planning, Instruction, and Evaluation. Competence in these areas is considered to be essential for the effective performance of the multi-role expectations of a professional teacher.

Facet I

Theory

The Theory aspect of the I.P.P. relates itself to the cognitive development of critical teaching areas. The student must develop competency in developing lesson plans, carrying out those plans in instruction and being able to evaluate his plans and instruction. In order to develop proficiency in these areas the student participates in a modular approach to instruction. This approach affords the flexibility needed in a performance based, modular practicum. Each module is task oriented and focuses in on specific teaching behaviors designated in the performance objectives which guide each module. The characteristics of this modular, performance based approach are as follows:

a. Individualized programmed instruction in all critical teaching areas.

b. Analagous and equivilent practice in all critical teaching areas through micro-teaching simulation and protocol and training materials.

c. Clinical field observation which is concurrent with the Initial Performance Practicum.

Competencies are stated in behavioral terms and are performance based. All expected competencies are communicated to students of teaching prior to the Initial Performance Practicum.

The Initial Performance Practicum evolves as a criterion referenced program. Mastery levels and specified conditions for teacher performance are set forth in the pre-requisite cognitive areas as well as in the performance area. While the objective performance of the teacher in the critical areas of Planning, Instruction, and Evaluation is the ultimate measure in assessing the teaching act, mastery of certain pre-requisite cognitive concepts serve as springboards to performance. The teacher trainee throughout receives immediate feedback, both formal and informal, concerning proficiency in the critical skill areas.

Facet II

Clinical Experiences

The Initial Performance Practicum is a field centered program, revolving about the clinical experience in the teaching situation. These experiences in the classroom begin while the student is participating in the I.P.P. as an observational-teacher aide practicum. The student of teaching is involved in the identical classroom situation in which he will ultimately perform his/her student teaching. In this type of field centered experience the student of teaching perceives his role of teacher as he/she develops competencies supporting this role. In a sense, then the neophyte teacher migrates early to the application synthesis-evaluation stage. The clinical experience is

different from any earlier ones in which he/she has participated, in that at this point the teacher begins to:

a. Critically analyze the teaching act.

b. Model perceived teacher role behaviors.

In this frame of reference the clinical experience is envisioned as a pre-student teaching - student teaching practicum, beginning prior to the I.P.P. in the Teaching Program, and culminating in the student teaching experience.

Facet III

Student Teaching Experience

The Student Teaching Experience involves the student teacher intern in a full day eight week assignment in the student teaching station in which facet two of the program was conducted. The assignment is arranged to provide for a minimum of four periods of instruction, two preparations and two planning periods.

The intern is considered as a member of a clinical team comprised of the student teacher intern, the public school cooperating teacher, the college general supervisor, and the college supervisor from the appropriate teaching field. Throughout the student teaching practicum the student teacher intern is assisted by other members of the clinical team as appropriate.

At this stage the program becomes totally performance oriented and objective in scope. The student teacher must demonstrate proficiency at a minimal competency level in order to meet the exit requirements. The following competency levels serve to measure student teacher performance in the three critical teaching areas:

a. Implements the compentency maximally (80-100% of time).

b. Adapts the competency elements to specific situations through analysis procedures.

c. Synthesizes and creates based on the competency concept.

d. Evaluates the competency concept for teaching re-conceptualization purposes.

In summary, the I.P.P. is designed systematically. All program components - theory, clinical experience, and the student teaching practicum - interact and interrelate to accomplish pre-determined objectives.

After the student teacher has successfully met all exit performance requirements in the student teaching experience, he/she is followed into the initial teaching performance through the Graduate Assessment Record. During the first year of teaching, the teacher is administered the GAR which provides concrete baseline performance data concerning his/her preparation in the critical areas of planning, instruction and evaluation. This data then serves as feedback used for purposes of program modification and re-conceptualization.

Phase III, Graduate Assessment Record

Fairmont State College, like most institutions, has been less than objective in assessing the performance of its graduates in their initial teaching position. This situation, while recognized, was tolerated by virtue of ballooning enrollments, fiscal restraints and the traditional belief that a college's formal responsibility to its graduate culminated with graduation.

Prior to the 1972-73 academic year the College sought evaluation of its teacher education product through formal and informal means with the preponderance of information being procured through the College Placement Center, and its annual questionnaire to all graduates regarding their respective employment status. This questionnaire revealed whether the graduate was employed in a teaching position and with what school system. Traditionally the employment rate for graduates in teacher education has been very high.

Additional information relative to the performance of the graduates had also been procured through unsolicited testimony from former students and their respective supervisor(s). The feedback thus obtained, had been quite positive and when correlated with the annual high rate of employment for teacher education graduates, the information served to allay, or at least mollify, institutional concern for following up on its teacher education graduates in their initial teaching position.

Divisional interest in competency based instruction, teacher supply and demand, individualized learning kits, and the ever present quest for program quality and relevance, served to intensify divisional concern for procuring objective qualitative and quantitative data upon which to predicate teacher education program changes. The Division explored the ways

and means for procuring concrete objective baseline data for meaningful and continuous program re-conceptualization. Thus, the Division designed, initiated, and implemented a formal follow-up pilot program designed to provide certain data pre-requiste for purposes of program re-conceptualization. This phase of the teacher education program is referred to as the Graduate Assessment Record.

The Division uses the Graduate Assessment Record instrument, of which there are two forms, to gather concrete baseline data relative to the performance of its graduates. One form of the instrument is completed by the graduate during his first year of teaching while the other form is completed by the graduate's respective immediate supervisor. The areas for which evaluation is requested flow from the professional education program objectives generally and from the I.P.P. objectives specifically.

Form A of the Graduate Assessment Record solicits the professional opinion of the graduate, with respect to the adequacy of his preparation in the Division in five major areas. These areas and items are as follows:

PLANNING

1. Writing learning objectives in behavioral terms.
2. Planning for and incorporating instructional aids (A-V) into the learning experience.
3. Providing for the appropriate sequencing of materials.
4. Selecting learning experiences and materials based on an analysis of individual and group differences, interest, and levels of comprehension.
5. Involving pupils in the selection of appropriate learning activities.
6. Providing a variety of learning approaches consistent with stated objectives.
7. Requesting and using school records to ascertain the needs of students.
8. Using formal and informal evaluation procedures in determining instructional needs.
9. Using observational techniques effectively in determining pupil needs.
10. Communicating learning objectives to pupils, either directly or indirectly.

INSTRUCTION

1. Providing frequent feedback to redirect and reinforce the learner's goal attainment.
2. Helping learners share their varied background of experiences (home, social, etc.) and build on these in teaching new ideas.
3. Using positive forms of motivation; provide for some sort of meaningful success for all learners.
4. Providing for transfer of concepts to meaningful situations in daily living.
5. Encouraging learning and productive thinking to aid students in forming their attitudes and values.
6. Having all instructional materials in order prior to instruction and using them effectively during instruction.
7. Providing pupils with opportunities to engage in demonstrations and explanations and to express feelings and accept responsibilities.
8. Concluding each major activity with an effective summary of what is learned, concluded or is in need of further investigation.
9. Being able to communicate ideas and directions clearly and concisely in a variety of ways.
10. Making effective use of community resources in instruction.
11. Adjusting quickly and easily to unexpected changes in schedule and plans.

HUMAN RELATIONS

1. Encouraging self-understanding and development of a realistic and favorable self-concept.
2. Recognizing the symptoms of emotional instability in pupils.
3. Exercising caution in making generalizations and judgments on the basis of limited evidence.
4. Relating to pupils on a friendly and cooperative, but professional level.
5. Providing an emotionally secure classroom environment free from tension and coercion.
6. Involving pupils in deciding on acceptable pupil behavior.
7. Fostering cooperative relationships with peers and other members of the school staff.
8. Anticipating sources of misbehavior and planning for their prevention.
9. Using appropriate disciplinary measures in cases of student misbehavior.
10. Recognizing and seeking the expertise of supervisory personnel as an opportunity for learning and professional growth.
11. Working with individuals and groups of pupils in the learning situation.

CLASSROOM MANAGEMENT

1. Attending to the maintenance of comfortable physical surroundings.
2. Arranging physical surroundings for different instructional requirements.
3. Systematically storing instructional materials.
4. Recognizing and calling attention to any situation which may endanger the safety of occupants within the classrooms.
5. Anticipating unusual physical space requirements prior to the demand for them.

6. Developing an awareness of all instructional facilities and materials available for instruction.
7. Attending to the record keeping and house keeping functions as related to instruction.

EVALUATION

1. Using a variety of evaluation techniques which agree with stated objectives.
2. Assessing or evaluating progress continuously throughout learning experiences.
3. Encouraging and assisting students in the self-evaluation of their own projects and progress toward objectives.
4. Being prompt in making the results of teacher evaluated work known to students and providing time for and help with corrective work.
5. Using a fair and defensible marking system which encourages greater student effort and self-confidence.
6. Seeking ways to improve his own evaluating instruments and techniques.

The graduate is requested to express his opinion on a scale from 0 to 5 with 0 being poor and 5 being excellent.

Form B of the Graduate Assessment Record solicits the professional opinion of the performance of the graduate from his immediate supervisor. The same areas and items are used with the exception of one additional area which follows.

PERSONAL QUALITIES

1. Dresses and grooms in a manner which does not call undue attention to himself and complies with regulations of the assigned school.
2. Is free of distractive habits and mannerisms.
3. Demonstrates a high degree of facility to communicate in both written and oral language.
4. Is dependable in matters of attendance, punctuality, and execution of responsibilities.
5. Exhibits a sense of humor and encourages one in others.
6. Exhibits a voice quality which does not detract from effective communication.
7. Shows evidence of emotional stability in classroom.

The supervisor is also requested to express his opinion on a scale from 0 to 5, with 0 being poor and 5 being excellent. The Division has used the respective instruments with all 1971-72 graduates.

The data obtained from the Graduate Assessment Record Pilot study was treated in the following manner which provided the baseline data pre-requisite for program re-conceptualization.

a. Form A was used to analyze and to identify program strengths and weaknesses as perceived by the graduate.

b. Form B was used to analyze and to identify strengths and weaknesses in the graduate's performance as perceived by his immediate supervisor.

c. The results of Form A and B were compared to validate mutual strengths and weaknesses.

d. Mutual areas of strengths and weaknesses were then referred to the appropriate division and/or college committee for study, recommendations, and appropriate curriculum action.

An initial analysis of the current data is reflected in the following tables. Table I summarizes the Graduate Assessment Record responses by category for graduates and supervisors initially. The responses are grouped by category and presented in Table II. Table III presents a horizontal comparison of the means for each special area of each category.

Table I

Fairmont State College
Graduate Assessment Record

1971-72 Graduates*

	0 Poor	1	2	3	4	5 Excellent
PLANNING						
Graduate	1.5	4.1	13.4	27.5	32.8	20.7
Supervisor	.09	2.3	7.1	40.5	40.5	9.5
INSTRUCTION						
Graduate	1.3	4.[illegible]	13.0	28.2	31.5	21.6
Supervisor	.2	2.2	7.5	40.1	38.8	11.1
HUMAN RELATIONS						
Graduate	1.8	4.4	12.6	22.9	33.7	24.6
Supervisor	.4	2.4	8.4	31.8	42.7	14.3
MANAGEMENT						
Graduate	6.5	6.3	13.3	20.6	30.6	22.7
Supervisor	.1	1.0	5.7	29.6	46.8	16.6
EVALUATION						
Graduate	1.0	4.4	11.0	27.1	33.7	22.6
Supervisor	.0	2.5	5.9	41.2	40.6	9.7
PERSONAL QUALITIES						
Supervisor	.3	1.7	5.1	17.5	39.4	35.8

* Figures expressed in percentages

Table II

Fairmont State College
Graduate Assessment Record

1971-72 Graduates
Presentation by Category and Grouped Percentages

	Responses (0-2)	Responses (3-5)
PLANNING		
Graduate	19.0	81.0
Supervisor	9.5	90.5
INSTRUCTION		
Graduate	18.5	81.3
Supervisor	9.9	90.0
HUMAN RELATIONS		
Graduate	18.8	80.2
Supervisor	11.2	88.8
MANAGEMENT		
Graduate	26.1	73.9
Supervisor	6.8	93.0
EVALUATION		
Graduate	16.4	83.4
Supervisor	8.4	91.5
PERSONAL QUALITIES		
Supervisor	7.1	92.7

Table III

Comparative Means by Area and Category

Category	PLANNING		EVALUATION		HUMAN RELATIONS		INSTRUCTION		CLASSROOM MANAGEMENT	
	Form A	Form B	Form A	Form B	Form A	Form B	Form A	Form B	Form A	Form B
	M	M	M	M	M	M	M	M	M	M
1.	3.81	3.54	3.48	3.36	3.32	3.49	3.65	3.45	3.56	3.84
2.	3.44	3.51	3.59	3.39	3.30	3.40	3.33	3.44	3.25	3.70
3.	3.28	3.60	3.33	3.41	3.63	3.46	3.64	3.27	2.94	3.70
4.	3.45	3.03	3.72	3.50	4.00	3.83	3.46	3.44	3.57	3.80
5.	3.34	3.34	3.64	3.71	3.60	3.83	3.46	3.47	3.09	3.47
6.	3.51	3.52	3.58	3.58	3.48	3.35	3.50	3.66	3.64	3.57
7.	3.50	3.25			3.83	3.94	3.63	3.35		
8.	3.53	3.11			3.55	3.37	3.68	3.35		
9.	3.55	3.61			3.17	3.65	3.65	3.59		
10.	3.51	3.51			3.38	3.66	3.11	3.14		
11.					4.03	3.58	3.41	3.50		

Introduction:

In tables I and II tally percentages were grouped vertically according to scale number and area.

TABLE I

Results:

Comments:

1. Graduate tally percentages were consistently higher in the 0-1-2 area of the scale.
2. Supervisor tally percentages were consistently higher in the 3-4 area of the scale.
3. Graduate tally percentages were consistently higher in the 5 scale area.

Conclusions:

1. Graduates perceived themselves as low(0) or high(5), generally.
2. Supervisors judged graduates' performance generally as good (3-4) area.

TABLE II

Results:

Comments:

1. In the general 0-2 scale area, graduate grouped percentages of tally responses were higher.
2. In the general 3-5 scale area, supervisor grouped percentages of tally responses were higher.

Conclusions:

1. Graduates tended to generally perceive themselves as fair to slightly above average.
2. Supervisors judged graduate performance as good to excellent. This

does not necessarily contradict the results of Table I. The figures in this table were grouped. In grouping sharp curves may be somewhat smoothed out. In this form of reference, sharp scale differences disappear in the overall grouping area. Hence, 0-1-2 in a sense becomes one area and 3-4-5 becomes another area.

TABLE III

Results:

Comments:

1. In all category areas except one, the means were 3.0 or above for both supervisors and teachers.
2. Differences in teacher and supervisor's grade means ranged from .02 to .20.

Conclusions:

The Division of Education recognized that each area will have to be examined separately. Also, levels of acceptability must be established for each area and category. While there is no magic formula for level of competency, an instructional consensus revealed that a mean of 3.0-3.50 would be desirable and would indicate acceptable performance. In this sense, then, Fairmont State College graduates perceived themselves generally as slightly above average overall and their supervisors agreed. (The Education Division also realized the importance of a competency-performance level scale at this point of the Pilot study.)

In analyzing more closely, the category results by graduate and supervisor, and in combining selected categories in given areas, weaknesses, or (needs) were identified in the following program areas:

Planning:

1. Teacher ability to diagnose and prescribe for instructional purposes.
2. Teacher ability to utilize informal as well as formal evaluative procedures.
3. Teacher ability to relate material to the real life of students.
4. Teacher ability to utilize varied instructional techniques, etc.

Instruction:

1. Teacher ability to affectively relate subject matter to students.
2. Teacher ability to actively involve students in the learning process.
3. Teacher ability to give students responsibility for learning.
4. Teacher ability to utilize community resources for instruction.

Evaluation:

1. Teacher ability in developing an awareness of the importance of self-evaluation in students.
2. Teacher ability in using a variety of evaluative techniques.
3. Teacher ability in making evaluation a continuous integral part of the instructional process.

Classroom Management:

1. Teacher ability in arranging and sequencing, through organization, the physical-learning environments of the classroom.

Teacher Education Program Modifications

As a result of the GAR and Division consensus a number of program modifications have occurred or are currently being studied for later implementation. The changes can be categorized as implemented or in process. An additional source of valuable input was the Marion County/College Education Planning Commission. This organization is a joint venture of the college and its surrounding public school system. Its major objective is to coordinate and encourage quality and relevancy in the total educational enterprise. For purposes of this document the changes are presented by phases of the program.

Phase I, Professional Education Core

The professional education core was considered of basic importance because the selection and retention of future teachers begins here. In essence, the P. E. C. provides the professional foundation upon which the total program rests regardless of level or fields. It was felt that quality and relevancy in teacher education could be virtually guaranteed through continuous evaluation and monitoring of a proven academic program which stressed student self-analysis at the Foundation level. A summary of the changes either implemented or in process which have affected the P. E. C. follows.

Implemented

1. Micro-teaching - Micro-teaching begins in the foundation course. At that time, a self-analysis is conducted by the student based on pre-established criteria. This micro-teaching spirals through the core program and culminates in simulated teaching experiences which reflect the prominent types of learning theory.

2. Instructional media laboratory - Feedback indicated a need for early exposure to educational media. Therefore, an instructional media

laboratory was implemented. It consists of a behaviorally programmed or self-instructional sequence in which students learn to operate various educational hardware such as the 16 mm projector, tape recorder, film strip projector etc. early. It is performance based.

In Process

1. Increased field experiences - To aid in the improvement of the selection and retention process in the P. E. C. increased field experiences were deemed to be essential. Thus, the following are in the process of being developed.

   a. increased observation at all levels of instruction.

   b. increased observation in other social agencies such as YMCA, YWCA, recreational center, W. Va. Industrial School for Boys, W. Va. Industrial School for Girls, Orphan's Home, etc.

   c. para-professional experience in which students work as instructional aides in the classroom.

2. Human relations - Data from the GAR suggested the need for future teachers to relate effectively to other human beings. Thus, a human relations laboratory was purchased and will be implemented in the P. E. C. after sufficient faculty inservice.

3. Performance based P. E. C. - Syllabi have been developed for the entire P. E. C. However, competencies have not been sufficiently developed to make the P. E. C. performance based as yet. Curriculum revision is in process to develop the necessary faculty competencies required for performance-based instruction.

4. Individualized packets of instruction - When competencies have been completed for the P. E. C. individualized packets of instruction will be

developed where applicable in order to give the student added responsibility in the development of skills.

Phase II, Initial Performance Practicum

By the time the student enters the I. P. P. a basic committment to teaching as a career is assumed. In essence, the I. P. P. function is to closely approximate the student's first initial teaching position and develop those competencies necessary to insure on the job success. Feedback indicated a need to further refine the practicum experience and the skill development areas in teaching.

Implemented

1. Development of a P. I. F. system - Two years was spent in the development of competencies for a pass-incomplete-fail system for evaluating student teaching. The West Virginia Board of Regents approved the evaluation instrument during the 1972-73 school year. The first evaluation instrument contained competencies written for planning, management, instruction, evaluation, human relations, and personal qualities. A scale was developed from 3-10 representing performance from poor to outstanding. Upon approval, the evaluative instrument was immediately implemented.

2. Changes in the I. P. P. Evaluation format - Feedback revealed some deficiencies in the evaluative instrument. Thus, a new format for the I. P. P. was devised and implemented. The competencies were revised and the category of management was eliminated and placed under instruction. For planning, evaluation and instruction, the following scale was implemented:

Planning, Instruction and Evaluation Scale

Competency Level		Descriptors
No opportunity to observe this competency.	0	Did not demonstrate.
Proposes and describes the competency.	1	Verbalizes the concept.
Interprets and translates the competency for classroom use.	2	Reflects in planning, instruments, lesson plans, units, etc.
Implements the competency minimally (50-70% of time).	3	Reflects previously identified instructional techniques sporadically.
Implements the competency maximally (80-100% of time).	4	Reflects previously identified instructional techniques consistently.
Adapts the competency elements to specific situations through analysis procedures.	5	Analyzes and prescribes for instruction.
Synthesizes and creates based on the competency concept.	6	Implements personalized strategies and original techniques. Is creative.
Evaluates the competency concept for teaching re-conceptualization purposes.	7	Conducts ongoing self-appraisal for program improvement.

Human relations and personal qualities did not appear to fit this scale, accordingly a new scale was needed to measure performance in these aress. After much study the following scale was developed and implemented:

Human Relation's and Personal Qualities' Scale

0 No basis for observation.

1 Awareness / Verbalizes the concept.

2 Demonstration / Applies the concept in the classroom.

3 Internalization / Incorporates the behavior in all professional aspects.

3. Change in the evaluative process - The evaluation of the student teacher was changed to include all parties in the experience. Student Teacher Assessment I is filled out by the cooperating teacher(s) who indicates that the student teacher is either proceeding satisfactorily or needs assistance in one of the five areas previously described. Student Teacher Assessments II and III are filled out cooperatively by the cooperating teacher and the student teacher. Student Teacher Assessment IV is completed cooperatively with the student teacher and includes the input from Assessment III, the special methods teachers' evaluations and the evaluation from the Division of Education member. Thus, the student teacher is apprised of his final performance and his basic level of competency at the end of the experience.

4. Module development - Modules have been developed in selected courses which incorporates large and small group instruction in terms of instructional objectives, sequencing instruction, licensure and certification, classroom management, and micro-teaching practicums.

5. Increased Field Experiences - Students now spend each Tuesday and Thursday after the third week of the I.P.P. in the public schools obtaining information about the student teaching station, participating in an orientation program conducted by the respective principals, counselors, and librarians, focusing on student behaviors, and serving as teacher assistants prior to full-time student teaching.

In Process

1. Total Performance based I. P. P. - Since the student teaching aspect of the I. P. P. is now performance based, the division of education is now in the process of writing competencies for the I. P. P. course work.

2. Inservice - The division of education is now in the process of in-servicing the students, cooperating teachers, and administrators, regarding the I. P. P.

Phase III, Graduate Assessment Record

The GAR is considered to be extremely important to the operation of an effective teacher education program. From it emanates the re-conceptualization process that assists in bringing about program modifications.

Implemented

At present, the initial GAR is still in operation with very minor refinements. The only change of any consequence is the decision to originate the questionnaire later in the initial year of teaching.

In Process

1. Revised GAR - The Division of Education is in the process of revising the GAR to accommodate the new format of the I.P.P. evaluative instrument.

2. Inservice - Plans are being made to inservice student teachers to the follow-up programs and stress its importance for the total teacher preparation program.